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The
NATIONAL ASSOCIATION
of CORPORATION SCHOOLS
BULLETIN

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Volume IV

May, 1917

A Statement and a Request
An Editorial

News Items About Our Members

Fitting the Individual into His Life's Work
by

Dean Herman Schneider

The Educational Problems of Great Britain

The Educational Requirements of The
Dominion of Canada

PUBLISHED BY ORDER OF THE
EXECUTIVE COMMITTEE

The National Association of Corporation Schools

Headquarters, 130 East 15th Street, New York City

Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen and to provide a forum where corporation school officers may interchange experience. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

Functions

The functions of the Association are threefold; to develop the efficiency of the individual employee; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

Membership

From the Constitution—Article III.

SECTION 1.—Members shall be divided into three classes: Class A (Company Members) Class B (Members), Class C (Associate Members).

SECTION 2.—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employees. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

SECTION 3.—Class B members shall be officers, managers or instructors of schools conducted, by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

SECTION 4.—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

Dues

From the Constitution—Article VII.

SECTION 1.—The annual dues of Class A members shall be \$100.00.

SECTION 2.—The annual dues of Class B members shall be \$5.00 and the annual dues of Class C members shall be \$10.00.

SECTION 3.—All dues shall be payable in advance and shall cover the calendar year. New Class A members joining between January 1st and April 1st, shall pay first year's dues of \$100.00; those joining between April 1st and July 1st, shall pay nine months' dues or \$75.00; those joining between July 1st and October 1st, shall pay six months' dues or \$50.00; those joining between October 1st and December 31st shall pay three months' dues or \$25.00, but for subsequent years shall pay full dues of \$100.00. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons shall exist for continuing members on the roll.

Officers 1916-1917

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The New York Edison Company

The National Association of Corporation Schools BULLETIN

Published Monthly by

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130 E. 15th Street, New York City

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No. 5

A STATEMENT AND A REQUEST

The National Association of Corporation Schools is four years old.

The Executive Committee closed the charter with eighteen members and declared the Association organized on April 4th, 1913.

The Field of Our Association

The field of our Association is "personal relations" in industry.

Three major factors and their inter-relation will determine the degree of prosperity and its permanency in the United States—capital, labor and the Governmental attitude toward both.

At present capital and labor are in a state of truce. Both are well organized; both are striving for what they believe to be their rights; the Government, meanwhile, is looking with more or less suspicion upon the purposes and activities of each.

The Solution of the Problem

The solution of the problem will come through education.

All agree to the ultimate ideal that American citizens must have equality of opportunity and equality of reward according to individual merit.

Merit is determined, in part at least, through individual development. Individual development comes through education and experience.

Organized society is conceiving of industry in an advanced and changing degree.

Industry exists but to serve society—an organized people living together under prescribed laws and striving for definite ideals.

If the nation is to thrive and the people are to progress and

enjoy a reasonable degree of happiness industry must be efficiently carried on.

No nation can be permanently prosperous unless its original sources of wealth are efficiently operated. The principal original sources of wealth of the United States are our factories and our farms.

Inadequate Preparation of the Workers in Industry

Our education system unfortunately releases 85 per cent of our country's youths before the high school is reached.

Most of these, with their incomplete equipment, ultimately go into the factories or on to the farms or into the shops or find employment on our transportation systems.

While the machinery and equipment in industry in the United States excels the machinery and equipment of every other nation, the training of the workers to handle the machinery and equipment of our country is confessedly poorer than the training of the workers of any of the leading nations.

It is this condition which, in part at least, gives rise to serious labor disturbances.

Labor turn-over is several times as large as it should be or can be if industry is to be administered efficiently. In the larger industrial institutions the labor turn-over is from 100 to 800 per cent annually. One hundred per cent is probably below the average.

Frank A. Vanderlip, President of the National City Bank of New York, estimates the economic loss due to labor troubles in the United States as in excess of one billion dollars annually. The loss due to labor turn-over is probably twice as great. The loss resulting from improper and insufficient training cannot be accurately estimated, but undoubtedly will exceed five billion dollars annually.

Education the Only Means of Eliminating Waste

This great waste can be eliminated only by educational methods.

The National Association of Corporation Schools has four years of accomplishment to its credit.

As our Association is co-operative in character, membership insures both a direct and an indirect benefit. Each member gets from the Association a return comparable to what he puts into it.

The industrial institution whose workers are loyal and who may be depended upon under all conditions is the industrial

institution whose organization and policies embrace modern and acceptable industrial standards.

During President Tily's administration our activities have been thoroughly correlated and excellent progress has been achieved.

Our Association is constantly making investigations and correlating and making available data by which standards are determined and maintained. Such activities should have the co-operation and financial support of all American industries.

There are, however, at least five hundred additional industrial institutions in the United States which should have Class "A" membership in our Association. This, more than anything else, would give impetus to the progress of industrial efficiency.

The Divisions in the Personal Relationship Department of an Industrial Corporation

There are three major divisions of the personal relationship department of an industrial corporation.

1. The matter of employment must be handled as scientifically as possible.

2. Training must be carried on with a definite object in view and in accordance with the best accepted standards. But to employ scientifically and train correctly avails little or nothing unless employees be retained in the company.

3. The third division, therefore, must include those co-operative activities known as profit sharing, including stock ownership on the part of the employees, service annuities or retirement pensions, sick and death benefit plans, group insurance, etc.

It is true there are other organizations national in character, which hold conventions and discuss some of and collectively all of the above problems.

The Work of The National Association of Corporation Schools in Investigating "Personal Relations"

However, The National Association of Corporation Schools is the only organization that has machinery for testing out theories and developing information which may be safely accepted as a basis for future activities.

For The National Association of Corporation Schools has committees which investigate, correlate and report annually. These committees cover all of the different subdivision of the "personal relation" problems, the employment division and industrial training.

About one hundred industrial institutions are co-operating and most of the larger universities and public libraries purchase our proceedings.

The Necessity of Stronger Appeal for Membership

Based upon what is set forth above an appeal is now made to all our members to take a more active and personal interest in increasing the membership of our organization.

Our Association Has Not Been Fully "Sold" to American Industry

That a prominent railroad executive could appeal effectively to the presidents of all of the leading railroads of this country to take Class "A" membership in our Association is certain.

Our problem, therefore, is to find the railroad executive who could make the appeal and get him to do it; to convince him that it is his duty to render this service to our Association on behalf of the transportation interests of our country.

In its final analysis the problem is to get the right man to make the appeal to the industry in which he is a leading factor.

Instances of Successful Appeal

N. C. Kingsbury, Vice-President of the American Telephone and Telegraph Company, has rendered such a service and, as a result of his efforts nine of the twelve major telephone and telegraph groups have Class "A" memberships in our Association.

John McLeod, Assistant to the President of the Carnegie Steel Company, has rendered a similar service with the result that most of the large iron and steel companies have Class "A" membership in our Association.

But there are many other industries in which the right man has not yet been found and the service, therefore, has not yet been performed.

Our Association should increase its Class "A" membership during the year to at least double its present size—this means getting one hundred new Class "A" memberships.

Co-operation of Individual Members Needed

The work of our Association has been left too much to the officials and the Executive Committee. We need and must have more active, earnest co-operation on behalf of our membership as a whole, if we are to realize our full possibilities.

Despite this handicap, however, under the leadership of Dr. Tily, the present administration will render a splendid account of progress to the fifth annual convention at Buffalo.

During the coming year our membership should at least be doubled; investigators should be put into the field to get further and necessary information for future developments as to standards which may be adopted in all of the personal relation activities in industry.

Present Local Chapters should be strengthened and new Chapters organized; employment, safety, vocational and other subdivisions should be brought into closer and more definite relationship.

Encouraging "Signs of the Times"

One of the most encouraging elements is the constant and growing demand on the part of corporations for industrial educational directors. This demand will be met by the course to be put on at New York University this fall.

Direct benefits from Class "A" membership in our Association are worth much more than the annual fee.

But Membership Should Not Be Sold on This Basis

The time has passed when industrial corporations can prosper apart from the welfare of the industries of our country as a whole.

Basis for Wider Appeal

The National Association of Corporation Schools is a national institution and in no small degree the future prosperity of our country will be determined by the work which our Association will do.

On this basis we have the right to appeal to every industrial institution for co-operation and financial support.

Come to the Buffalo Convention prepared to help make this program effective.

A PROPOSED TOAST TO THE NEW ADMINISTRATION

The National Association of Corporation Schools is an organization co-operative in character. In other words no one receives any remuneration for his efforts on behalf of the Association except the Executive Secretary—the working officer.

The Association chooses its officials and those who are to serve on the Executive Committee, but their services are given without compensation. In fact, they contribute not only their services, but also their expenses. This is true also of those serving on the sub-committees. In other words, our members are contributing their time, and in many cases, their expenses to

the Association upon a co-operative basis. During the four years that our Association has existed there has been a complete willingness to serve.

Some of the officers and members of the Executive Committee have attended almost all of the meetings coming from Chicago, Pittsburgh and other points quite distant.

Efforts have been made to distribute the opportunities of serving and especially to have a representative of each Class "A" company on a sub-committee. Opportunities to serve, however, have come to some of our members to a greater extent than to others. There has been no evidence of reluctance, no hesitation, but always a magnificent spirit, an eagerness to serve, a willingness to do.

At the Buffalo Convention officers and members of the Executive Committee will again be chosen and shortly thereafter the new administration will appoint the sub-committees. Most of the members will be continued in their work. Others, whose qualifications have become better known, will be drafted on to the committees.

The greater service, however, must inevitably be rendered by the officers and the members of the Executive Committee.

The Association's greatest need at the moment is to double its Class "A" membership.

If this could be done there would be ten thousand dollars additional revenue with which to finance increasing activities—work which should be undertaken at once.

Would it not be a splendid thing if our members would individually and collectively pledge to the new administration this increase in membership? If each Class "A" representative will pledge himself to make an earnest effort to secure one additional Class "A" member before the close of the present year, the task would be accomplished. This would enable the new administration to plan a systematic program for additional achievements.

Possibly some of our members would find the task burdensome; possibly, in a few cases, not feasible. Yet other of our members, more happily located, would be able to increase their quota to two or three, or possibly five.

The plan is worthy of serious consideration because, if successful, it means much, not only to the Association and its membership, but also to the future prosperity of American industry.

The Executive Secretary will gladly furnish to members

who will join in the pledge, a list of the industrial institutions in their communities who are good prospects for Class "A" memberships.

During President Tily's administration Class "A" membership fees have been increased from fifty dollars to one hundred dollars yearly, thus insuring five thousand dollars additional revenue, our membership has been held intact and much additional work undertaken. Much more work has been planned. The present administration will render an excellent account of its stewardship.

When President Tily, at the conclusion of the Buffalo Convention, delivers the insignia of his office to his chosen successor, would it not be a magnificent inspiration to the incoming president, if at that time, the retiring president could deliver to him pledges from our members that Class "A" membership in the Association would be doubled during his administration?

A SURVEY AND FUTURE OPPORTUNITY

While the members of our Association have come to expect much from the annual reports issued by the sub-committees, the contents of these documents this year are especially gratifying. The excellence of the committee reports can, undoubtedly, be attributed in part, at least, to the fact that those who are serving on the committees have gained in experience and have come to possess a more comprehensive understanding of the field in which they are working.

Broadly speaking, there are four major divisions of activities under development: Safety and health, including sanitation and all the other factors which contribute to good working conditions; employment; training; and those personal relation activities, formerly designated as "welfare" work, but now more commonly considered as co-operative efforts.

That American industry is modern and efficient as to equipment is admitted. In this respect, the United States excels all the other nations.

For twenty-five years or more our industrial leaders have concentrated and specialized on equipment. A high standard of excellence has resulted. The problem of equipment has been solved, but the problem of the relations of the workers to the stockholders has been given but scant attention. And only during the past few years have efforts in this direction been conducted in an organized and constructive manner.

Working conditions have improved; employing is more scientific than it was five years ago, and a start has been made in training the workers. Considerable has also been accomplished in retaining in employment workers after they have been trained.

Just how much progress has been made in this direction is best told through the reports of the sub-committees which are now being printed and mailed to our members. However, excellent as these reports are, there is still much to be done.

First our Association must double its Class "A" membership. This will afford an additional \$10,000 in revenue. A portion, at least, of this revenue could be utilized in employing trained investigators and placing them at the service of our sub-committees.

Our Association has accomplished large and creditable things in its four years of existence. But, satisfactory as its accomplishments have been, they will seem insignificant in comparison with the work which our Association will do during the next few years.

Our members, however, must keep carefully in mind the fact that our Association is co-operative in character. Collectively we benefit by the work which we individually do.

The new administration will need your advice and your constructive criticisms.

Jot down helpful suggestions which occur to you as you read the committee reports, the BULLETIN—those which come to you from every source—and pass them along to the Executive Secretary. They will be placed before the Executive Committee and will be welcomed.

BOOKS WHICH MAY INTEREST OUR MEMBERS

"The Private Secretary, His Duties and Opportunities," by Edward Jones Kilduff. Published by The Century Company; price, \$1.20.

The book will be of interest to office workers and especially to those aspiring to the position of private secretary. The book is, in fact, a detailed description and exposition of the duties of a private secretary, together with a general discussion on the characteristics of the position and how they may be developed.

The book is the outgrowth of a series of lectures on private secretarial duties given at New York University, School of Commerce, Accounts and Finance.

While it is not of interest to all of our members, it will prove especially helpful to those interested in office and private secretarial duties.

NEWS ITEMS ABOUT OUR MEMBERS

Meeting of the Safety and Welfare Section of the Pittsburgh Chapter—General Electric Company Inaugurates Pattern-makers' Course—Rapid Growth of the Goodyear Tire and Rubber Company's Factory School—This Company Plans to Erect Modern Building to Be Devoted to Educational and Co-operative Activities—Standard Manufacturing Company to Train Mechanics But Also to Make Good Citizens—United States Rubber Company Announces a Pension Plan—The Consolidated Gas, Electric Light and Power Company, of Baltimore, Establishes a Merchandising School—England Sees the Value of the Corporation School.

American Museum of Safety Awards Medals

One of the vital forces in American industrial life is the American Museum of Safety. The president of this institution is Mr. Arthur Williams, past president of our Association.

Each year the museum announces rewards of medals for certain meritorious conduct along safety lines. The awards of the medals this year are as follows:

THE E. H. HARRIMAN MEMORIAL MEDALS

Awarded annually to the American steam railroad most successful during the preceding year in protecting the lives and health of its employes and the public, with replicas, in silver and bronze, to the division of a railroad and a railroad employe contributing most to the safety record.

The Gold Medal to the Alabama Great Southern Railway—Cincinnati.

The Silver Replica to the Illinois Division of the Illinois Central Railway—Chicago.

The Bronze Replica to Mr. James A. McCrea, general manager of the Long Island Railroad Company—New York.

THE ANTHONY N. BRADY MEMORIAL MEDALS

Awarded annual to the American electric railway accomplishing most in the preceding year for the safety and health of its employes and passengers, with silver and bronze replicas to the division and employe foremost in attaining the result.

The Gold Medal to the Connecticut Company—New Haven, Connecticut.

The Silver Replica to Mr. Seth W. Baldwin, assistant attorney in charge of Claim Department—The Connecticut Company.

The Bronze Replica to Mr. Walter J. Flickinger, secretary to the president—The Connecticut Company.

THE SCIENTIFIC AMERICAN GOLD MEDAL

For the most efficient safety device invented within a certain number of years and exhibited at the museum.

To the Pullman Company—Chicago.

THE TRAVELERS' INSURANCE GOLD MEDAL

For the American employer who has achieved greatly in protecting the lives and limbs of workmen.

To the Commonwealth Steel Company—St. Louis.

THE LOUIS LIVINGSTON SEAMAN GOLD MEDAL

For progress and achievement in the promotion of hygiene and the mitigation of occupational disease.

To the Julius King Optical Company—New York.

Educational Facilities of the General Electric Company

Mr. Theodore Beran, general manager, New York office of the General Electric Company, kindly favors the BULLETIN with a booklet concerning the educational facilities for the employees of his company.

The following is quoted from the introduction to the booklet:

"Over ten million men and women are now employed in the electrical manufacturing and operating industries of the United States. The workers form an immense army requiring special knowledge for the proper performance of the duties they are called upon to perform. Some of this knowledge is now being imparted by courses offered at vocational and technical schools; the greater part, however, is peculiar to each employer, and must be learned under his supervision.

"It is also found that in a majority of cases the knowledge imparted to students in colleges and other educational institutions is of necessity more theoretical than practical, and that actual practice and mechanical training is necessary before an education can be said to be complete.

"The General Electric Company, seeking the mutual advantage of employe and employer, was long a pioneer in the training of workers for the electrical manufacturing industry. It first established a course for bridging the gap between the courses of the technical schools and the requirements of practical electrical engineering. It next arranged courses for the vocational training of apprentices, and then extending its interest beyond

the shops, provided instruction for salesmen, accountants, correspondents, stenographers, and other groups, and for the intellectual training of all employes.

"The idea too frequently prevails both among students and teachers that an education is completed upon graduation from a college or training school or when the student arrives at years of maturity. Men, however, who are engaged in commercial life realize that in a broader sense no man's education is ever complete, no matter how thorough his training may have been during his younger years. Given a solid foundation of learning during an academic course, a man's mind still may not mature or attain its full scope of understanding until he has passed the middle age. Perhaps the best known example of late development of mental powers is that of Count Tolstoy, who undertook the study of Greek at the advanced age of sixty-five, and attained remarkable proficiency in his studies. It is the object of the General Electric Company to afford facilities to each and every one of its employes to obtain further intellectual training in his chosen profession, no matter what his age or standing may be.

"The electrical industry is replete with opportunities for men of all ages who possess special knowledge, requisite ability, or the power of concentrated application in the study of their professions. The General Electric Company is merely a routine course of occupation, and the accomplishment of a 'day's work.' The company feels that it is necessary to imbue every employe with the desire to fit himself for higher grades of service, and to provide opportunities for study and development along lines which tend definitely toward increased capacity and usefulness.

"These courses are briefly described in the following pages, and while they do not, in their entirety, constitute a complete educational scheme, they present opportunities whereby employes may broaden their knowledge of their chosen branch of the art or prepare for entry into newer and higher branches."

The educational work consists of apprentice courses, a vocational school, municipal evening classes, testing courses for high school graduates, engineer's testing courses for technical graduates, advanced work for student engineers, engineering lectures to student engineers, Union College evening classes and department lectures.

Copies of the booklet can, undoubtedly, be secured by addressing requests to the Educational Department of the company at Schenectady, New York.

Railroad Representatives Offer Their Services to Delegates

The railroads out of New York, and reaching Buffalo, are making special efforts to secure the patronage of the delegates from the East who will attend the fifth annual convention of our Association.

The New York Central Lines, through Mr. Guy S. Harner, one of their passenger agents, announces that special cars will be attached to the "Buffalonian" leaving the Grand Central Terminal at 9:35 p. m. The special cars will be attached to the "Buffalonian" on Sunday and Monday, June 3d and 4th. This train arrives the following morning at 8:20 in Buffalo.

Mr. C. B. Tinsman, the genial city passenger agent of the Lackawanna Railroad, is looking after his company's interests.

John A. Dolon, assistant general passenger agent, is handling the matter for the Erie, and the Lehigh is making our members acquainted with the merits and delights of the "Black Diamond," which leaves New York at a convenient hour in the morning, and arrives in Buffalo in the evening. We do not seem to have the name of the Lehigh's representative, but our members will find the representatives of all the roads courteous and anxious to serve.

Those delegates who will go from Philadelphia will be enabled to avail themselves of the Pennsylvania Railroad Company's excellent service.

Minutes of the Third Meeting of the Safety and Welfare Section, Pittsburgh Chapter

A regular meeting of the Safety and Welfare Section, Pittsburgh Chapter, National Association of Corporation Schools, was held in Hall No. 104, Applied Industries Building, Carnegie Institute of Technology, Pittsburgh, Pa., on Tuesday, March Thirtieth, Nineteen Hundred and Seventeen, Mr. E. M. Peake acting as chairman and Mr. R. P. Dickson, secretary.

The following were present:

C. W. Price, Field Secretary, National Safety Council.

C. B. Connelly, Dean of Carnegie Technical Schools (Vice Chairman).

Clarence E. Ralston, Safety Engineer, S. S. Works, Jones & Laughlin Steel Co.

Sidney S. Sapper, Jones & Laughlin Steel Co.

J. B. Sprague, Jones & Laughlin Steel Co.

Dr. Edward Stieren, Chief Oculist, Jones & Laughlin Steel Co., Union Arcade Bldg.

Wm. Braunbeck, Chief Engineer, Power Sta., Beaver Valley Trac. Co., N. Brighton, Pa.

F. I. Kelbaugh, Beaver Valley Traction Co., New Brighton, Pa.

H. J. Meyer, Beaver Valley Traction Co., New Brighton, Pa.

J. A. Armstrong, A. M. Byers Co.

E. G. Merrill, A. M. Byers Co.

H. Douglas Harrison, Pittsburgh Railways Co.

J. L. Roche, Pittsburgh Railways Co.

Everett H. Bickley, H. J. Heinz Co.

R. F. Carey, Westinghouse Machine Co.

S. E. Hassel, American Steel and Wire Co.

Charles M. Herrick, American Sheet & Tin Plate Co.

Jos. E. Jackman, National Tube Co., Pennsylvania Works, Pittsburgh, Pa.

Wm. Knott, United Engineering & Foundry Co.

F. S. McClelland, Westinghouse Machine Co.

D. C. Pultney, Westinghouse Electric & Manufacturing Co., East Pittsburgh, Pa.

H. T. Bennett, Clairton Works, Carnegie Steel Co.

Mac. G. Estep, Clairton Works, Carnegie Steel Co.

Geo. W. Giles, Clairton Works, Carnegie Steel Co.

H. Goltz, Clairton Works, Carnegie Steel Co.

Wm. Goltz, Clairton Works, Carnegie Steel Co.

Jos. D. Henderson, Clairton Works, Carnegie Steel Co.

James C. Johnston, Clairton Works, Carnegie Steel Co.

E. J. Snyder, Clairton Works, Carnegie Steel Co.

H. M. Bailey, Safety Engineer, Duquesne Works, Carnegie Steel Co.

William Hersh, Edgar Thomson Works, Carnegie Steel Co.

Harry R. Maxwell, Edgar Thomson Works, Braddock, Pa.

E. S. Wright, Edgar Thomson Works, Carnegie Steel Co.

A. C. Bullion, Edgar Thomson Works, Carnegie Steel Co.

L. R. Rankin, Farrell Works, Carnegie Steel Co.

J. F. Hunter, Homestead Works, Munhall, Pa., Carnegie Steel Co.

H. P. Shields, Homestead Works, Carnegie Steel Co.

J. W. Cruikshank, Homestead Works, Carnegie Steel Co.

J. M. Baillie, Isabella Furnaces, Carnegie Steel Co., Etna, Pa.

J. F. Brinker, Isabella Furnaces, Carnegie Steel Co., Etna, Pa.

14 *The National Association of Corporation Schools Bulletin*

Wm. H. Conner, Isabella Furnaces, Carnegie Steel Co., Etna, Pa.

John G. Fuchs, Isabella Furnaces, Carnegie Steel Co., Etna, Pa.

Alfred Giles & Son, Master Mechanic Isabella Furnaces, Etna, Pa.

E. A. Graham, Isabella Furnaces, Carnegie Steel Co., Etna, Pa.

John Kernan, Isabella Furnaces, Carnegie Steel Co., Etna, Pa.

Herman Kobert, Isabella Furnaces, Carnegie Steel Co., Etna, Pa.

Jos. M. Mertz, Isabella Furnaces, Carnegie Steel Co., Etna, Pa.

Chas. A. McHugh, Isabella Furnaces, Carnegie Steel Co., Etna, Pa.

Geo. Rihn, Isabella Furnaces, Carnegie Steel Co., Etna, Pa.

J. T. Bates, Lucy Furnaces, Carnegie Steel Co., Pittsburgh, Pa.

John Conway, Lucy Furnaces, Carnegie Steel Co., Pittsburgh, Pa.

James R. Douglas, Jr., Lucy Furnaces, Carnegie Steel Co., Pittsburgh, Pa.

James Douglas, Lucy Furnaces, Carnegie Steel Co., Pittsburgh, Pa.

William Flynn, Lucy Furnaces, Carnegie Steel Co., Pittsburgh, Pa.

H. J. Fox, Lucy Furnaces, Carnegie Steel Co., Pittsburgh, Pa.

Thos. Giles, Lucy Furnaces, Carnegie Steel Co., Pittsburgh, Pa.

H. Mast, Lucy Furnaces, Carnegie Steel Co., Pittsburgh, Pa.

John L. Riley, Lucy Furnaces, Carnegie Steel Co., Pittsburgh, Pa.

M. J. Stuebu, Lucy Furnaces, Carnegie Steel Co., Pittsburgh, Pa.

R. C. Taylor, Lucy Furnaces, Carnegie Steel Co., Pittsburgh, Pa.

Guy S. Johnston, McCutcheon Mills, Carnegie Steel Co., Pittsburgh, Pa.

H. B. McCain, McCutcheon Mills, Pittsburgh, Pa.

Geo. T. Landen, Neville Furnace, Carnegie Steel Co., Neville Island.

A. C. Smith, Neville Furnace, Neville Island.

Geo. A. Rigby, New Castle Works, Carnegie Steel Co., New Castle, Pa.

M. F. George, Union Railroad Co., East Pittsburgh, Pa.

W. J. Osborne, Union Railroad Co., East Pittsburgh, Pa.

W. Milroy, Union Railroad Co., East Pittsburgh, Pa.

P. E. Wakefield, Duquesne Works, Carnegie Steel Co.

A. W. Slater, Carnegie Steel Co., City Office, Pittsburgh, Pa.

E. M. Peake, Carnegie Steel Co., City Office, Pittsburgh, Pa.

R. P. Dickson, Carnegie Steel Co., City Office, Pittsburgh, Pa.

The secretary read the minutes of the preceding meeting, which were approved as read.

Mr. Peake, in a few words, introduced Mr. Wakefield, Chapter Secretary, who explained the qualifications of Chapter membership.

The chairman then introduced Mr. C. W. Price, Field Secretary of the National Safety Council, who spoke at length on safety organization for conservation of human life and limb. Mr. Price held the earnest attention of his audience for a period of forty-five minutes, which was all too short, as he presented his facts in so masterly a manner that all were convinced that as field secretary of an organization which has such great opportunities and possibilities for good, he is the right man in the right place.

The speaker's opening remarks were confined to statistics showing safety and welfare practices in many States, and a review of wonderful progress and effect of the work in a period of six years, the practical date of its healthy recognition as a necessary, practical, economic, humanitarian cause. A few of the many points of his discussion were:

The enthusiastic growing of interest in safety and welfare work by employers from their convictions that it is both a humanitarian and economic standpoint.

The necessity of proper safeguarding, but above all, the importance of education and personal touch of the employe with the employed, particularly through the foreman, and by a show of earnest interest in "safety first" in fact.

The "suggestion box" idea was dwelt on at length, and its use was highly recommended as well as the "bulletin board."

Prompt action as to injuries was a subject of serious caution as being a matter of prime importance.

Slides were shown, descriptive of safeguards, dangerous practices, work of district nurse, summer time in the mill yard, children's gardens, and the city beautiful, illustrating the work being done by the Carnegie Steel Company in safety and welfare.

A motion picture then was shown, entitled, "The House That Jack Built," descriptive of the effects of carelessness on the man and the family, which brought out in a strong human interest manner in showing family life, the proposal, the little children, and the anxious love and continual fear of the wife and mother, followed by the final good resolution and action of the father to take no chances, and to "play safe" and "be safe."

In conclusion, the emblem of our country was thrown on the screen—"Old Glory," which stands for that sentiment, "With Charity for All, with malice toward none, believing in the right with a determination to maintain the right."

The meeting adjourned at 10:20 P. M., to meet again at the call of the chair, the members to be duly informed as to the time and place, and program.

The General Electric Company Inaugurates Patternmakers' Course

The General Electric Company has inaugurated an apprenticeship course for patternmakers in connection with its works at Fort Wayne, Indiana.

W. J. Hockett, who is in charge of the apprentice department, and is also at the head of the educational work at the General Electric Works, believes with the other instructors and members of the committee that this is a most important step in the right direction, and will enable many young men to take advantage of valuable opportunity by enrolling at once.

Rapid Growth of the Goodyear Tire and Rubber Company's Factory School

There are now nearly one thousand pupils enrolled in the various classes of the Factory School of the Goodyear Tire and Rubber Company. It requires the complete time of eleven instructors to supervise the work. Several new schoolrooms were recently added, but more rooms are needed to provide for the great number of employes of the company who wish to improve their education.

One of the popular new courses instructs in letter writing,

which course, however, has been combined with the one on business English. Public speaking and commercial law are also taught.

The United States Rubber Company Announces a Pension Plan

The United States Rubber Company has announced the terms of its new pension plan, which affects male employees who have reached the age of 65 years, and female workers of 60 years whose employment covers a period of twenty years. The Pension Committee may also retire at its discretion employees who have become disabled, provided they have been on the pay roll for fifteen years. The annual pension is to equal 1 per cent. of the average yearly wage for ten years prior to retirement multiplied by the number of years of employment. Pensions are not to exceed \$5,000 a year, however, or run below \$240 a year.

President S. P. Colt said, in discussing the plan, that the pension system was instituted in recognition of the tendency of recent times for corporations to be regarded as public institutions. The plan, he stated, had been under consideration for more than a year.

The Consolidated Gas, Electric Light and Power Company, of Baltimore, Establishes a Merchandising School

Mr. J. H. Gregory kindly favors the BULLETIN with a copy of the circular describing the Merchandising Department School of the Consolidated Gas, Electric Light and Power Company of Baltimore.

The plan is interesting. This school has been established by the Merchandising Department to give each member of the department an opportunity to study, systematically, the work which is required of him or her.

The school will have courses of study laid out so that it will give, not only specific instruction in detail in the various kinds of work done in the department, but such general instructions in policy, system and relations with other departments as will permit each employee to know for himself or herself, in case of emergency, what is the proper course to pursue.

Attendance at the school will be considered as a regular part of the work of each member of the department.

Class sessions will be carried on during business hours. The day will be divided into class sessions of fifty minutes each.

Each employe will have certain sessions scheduled for attendance each week.

The object of the school is principally to make it a part of each one's work to learn all that should be known about the work. The course of study will cover everything the employes should know about the company and its activities.

COURSES OF STUDY

They will include:

Principles and methods in selling.

The lines of merchandise and service sold by the Merchandising Department.

Service in offices, stockrooms and delivery supporting the sales forces.

Other departments whose co-operation is necessary to complete the work of the Merchandising Department.

The Merchandising Department, its organization, its responsibilities, its system and its policies.

The Company, its organization, its business, and its policies.

What the Company offers to its employes.

In addition there will be lessons on new sales movements that are planned to be put into effect from time to time. These lessons will be given at least two weeks before the movement is to be released to the public, and naturally they will be studied along with lessons in the permanent courses scheduled above.

The classes will be made up of different groups; each group will study only one subject at a time, and will advance step by step, as fast as each topic has been mastered by each individual member of the group. Instruction and advice will be given collectively, but when necessary, individually.

ADEQUATE EDUCATION NECESSARY FOR BUSINESS SUCCESS

In commenting on the courses, Mr. C. A. Magee, manager of the Merchandise and Domestic Selling, says:

"We have planned this school, its courses of study, its separate lessons, its schedule of classes, its work of research and investigation—in fact, its entire constitution and organization—in as thorough and systematic a manner as though it were to be thrown open to the public for paid tuition. We want each member of the department to regard it, not as a matter of voluntary participation, but as a very serious and vitally important part

of the work. Perfection or failure in attendance, punctuality and scholarship will be marked just as conscientiously and seriously as though it were in fact a public school, and the rating given by the School Supervisor to each member of the department will have a decided bearing on the future of that member in the service of the department.

"We want it clearly understood that we are thoroughly in earnest—for this reason: We believe that the vast majority of troubles of all sorts in our business is due to imperfect understanding of the requirements, to inadequate education in our business, and to superficial instruction. With this belief, we have been willing to regard errors with a leniency which in some cases has been misplaced. The school is instituted, therefore, to permit the Company to feel certain that each member of the department has had a square deal from us in the way of comprehensive, adequate education in the work. If an error occurs after such instruction, we shall assume that something prevented complete understanding of the lesson, and the lesson will be repeated with that member individually. But, if after that individual lesson the same error is made by the same member, we shall feel that the error is due to carelessness and inattention."

England Sees the Value of the Corporation School

Mr. A. P. M. Fleming, of the British Westinghouse Electric & Manufacturing Company, a Class "C" member of the Association, under date of March 22d, writes to the Executive Secretary as follows:

"There is at present a good deal of activity among industrial—particularly engineering firms—in this country in connection with boy welfare work. This activity to some extent results from the fact that the most important firms, are, during the war, under Government control, and this phase of employment is engaging Government attention. Further, it is probable that continuation education during working hours will be made compulsory by law, and I anticipate that in consequence many firms may establish their own works schools, similar, for instance, to that carried on by this company.

"Personally, I am convinced that the works school in this country would afford the most effective way of applying compulsory continuation education, and in addition solve many other industrial problems that arise out of the employment of juvenile workers. With this in view, I am doing a good deal of propa-

ganda work by lecturing to various educational bodies, chambers of commerce, etc. I believe that although the industrial conditions in the United States are so different from those of this country, the phenomenal development of corporation schools in America, if properly appreciated here would do much to convince British manufacturers of their usefulness."

Association Activities in Chicago

Mr. William R. DeField, Chicago member of the Committee on Local Chapters, advises the BULLETIN that two meetings have been held, and that Chicago will have a well organized chapter prior to the forthcoming convention at Buffalo.

Mr. DeField also advises that Chicago will put in a bid for the 1918 convention of our Association.

Standard Manufacturing Company Aims to Train Mechanics But Also to Make Good Citizens

Mr. A. H. Cummings, of the Standard Manufacturing Company, sends the BULLETIN the following notice taken from the Bridgeport *Telegram*, and descriptive of the educational activities in which his company is interested:

"Perfect co-operation between the apprentices of the Standard Manufacturing Company and the company, keen interest in the industrial education and advancement of these apprentices by the company, and a splendid system of training apprentices in the company's school, was shown by the speeches at the annual banquet given by the company at the Stratfield last night to its apprentices. The speakers were Superintendent of Schools S. J. Slawson; E. H. Havens, of the School Committee; Frederick O. Smith, head of the Pre-Vocational School; George S. Hawley, court stenographer; L. B. Matthias, of the Commercial High School, and W. C. Henderson, purchasing agent of the company.

"C. E. Bilton, head of the company, said that the school aimed not only to train competent mechanics, but also to make good citizens. The company had such confidence in the character of its apprentices that it would endorse the note of any of them for \$1,000 if they wanted to go into business.

"Arthur Cummings pointed to the fact that the apprentice system had worked wonders, and held a wide future. It was helping the boy to help himself. F. O. Smith, head of the Pre-Vocational School, said that that school was working out a plan of co-operation with the apprentice schools, and that groups of

boys from his school were being sent into the factories to get training there, and also earn enough to take care of themselves. These boys also got credit in the Pre-Vocational School. "Learn more; earn more," should be their slogan. He said that three factors made for success: Good health, good character, and education. The committee in charge of the banquet consisted of C. E. Bilton, S. J. Magill and Arthur Cummings. George S. Brady was welcomed as a new instructor in the company's apprentice school.

"Under its wise system of encouraging its employes to advance themselves, and its general beneficent policy, the business of the company had grown from \$27,000 in 1908, to \$600,000 for last year, one of the speakers pointed out.

Goodyear Tire and Rubber Company Will Erect Modern Building to Be Devoted to Educational and Co-operative Activities

The Goodyear Tire and Rubber Company has commenced the erection of a large building to be devoted to educational and co-operative activities.

The building will be 170x400 feet, and will be four stories high, and fitted out with reading rooms, large gymnasium, and an auditorium seating five hundred people. A large part of the second floor, as well as the two upper stories will be arranged as school rooms, reading rooms, library, etc.

The Goodyear Company now employs about 20,000 people, and is taking a very advanced position in educational and co-operative activities.

NOTES

Our members will be interested to learn just how the increase in annual dues for Class "A" membership has worked out. The highest number of Class "A" members that our Association has had is one hundred and seven. Class "A" membership at the time this article is written, April 12th, is one hundred. Thus, it is seen that the net loss on account of the increased dues has not been very great. Class "B" and "C" membership show a steady gain from year to year.

The handbook prepared by the Program Committee, and issued in connection with the forthcoming convention at Buffalo will probably have reached our members before they re-

ceive this BULLETIN. The Program Committee has certainly done a "nifty" piece of work. If anything has been left out of the handbook it was not occasioned by lack of concentrated effort and conscientious work on the part of the members of the committee.

The reports of the sub-committees are being printed and sent to members as rapidly as possible. There are sixteen such reports to be issued, all within a period of thirty days. The reports are edited, proof-read, and handled completely by the Executive Secretary's office. It is no small task, but the great advantage of our members having the reports in advance of the convention more than justifies the effort necessary.

It is interesting to study the renewal of membership from year to year by the Class "A" companies. Those having established educational departments renew their memberships promptly. When there is indecision it is almost universally among the companies who have not yet worked out and inaugurated an educational system. This information indicates that the course to be put on at New York University, the object of which is to develop and train industrial educational directors, will prove of great benefit to the Association.

One of the pleasant features of the annual conventions of our Association is the fact that many of the delegates bring their wives with them. The Local Committee has made every arrangement for entertaining the ladies who attend the Buffalo convention. Those who are familiar with Buffalo hospitality know what this means. It adds to the pleasure of the convention to have ladies with us. Why not arrange to bring your wife or your sister or your mother? We assure you that they will have a most enjoyable outing. The trip by automobile to Niagara Falls on Friday afternoon will be an occasion long to be remembered by those who are fortunate enough to avail themselves of the opportunity.

President Tily has invited Mr. E. St. Elmo Lewis, formerly first vice-president of our Association, to be one of the speakers at the banquet, and Mr. Lewis has accepted. He will speak on "The Future of Industry in the United States." Those of us who know Mr. Lewis, and this includes most of the members, know that they have a treat in store.

All arrangements have been completed for the convention at Buffalo, and indications are that the gathering will be the largest and most successful one that our Association has ever held.

NEW MEMBERS

Since the last statement appeared in the *BULLETIN*, the following new members have been received:

Class "A"

Eastern Manufacturing Company, Bangor, Maine—Mr. C. K. Hatfield.

Class "B"

Mr. W. C. Anderson—The New York Edison Company, New York City.

Mr. J. C. Bower—Westinghouse Electric & Mfg. Company, East Pittsburgh, Pa.

Mr. G. W. Champlain, Westinghouse Electric & Mfg. Company, East Pittsburgh, Pa.

Mr. J. J. Miller—Southern Pacific Agency School, San Francisco, Cal.

Class "C"

Mr. Joseph F. MacGrail—Emerson Institute, New York City, N. Y.

BULLETINS RECEIVED

"Rural and Agricultural Education at the Panama-Pacific International Exposition," by Mr. H. W. Foght, Specialist in Rural School Practice, indicates recent progress in rural life and education as disclosed by the educational exhibits at the Panama-Pacific Exposition of 1915. The discussion includes—the general phases of progress in rural education, and advancement in its more specific agricultural phases.

Additional copies of this publication may be procured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 25 cents per copy.

"Monthly Record of Current Educational Publications," March, 1917.

Additional copies of this publication may be procured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 5 cents per copy.

The reading of one good book made me what I am.—BENJAMIN FRANKLIN.

FITTING THE INDIVIDUAL INTO HIS LIFE'S WORK

The Dean of the Engineering College of the University of Cincinnati Contributes Interesting Stories as to How Students Find the Tasks They are Best Qualified to Perform.

By HERMAN SCHNEIDER

[This article was originally published in the April issue of the *American Magazine* and is copyrighted. It is reproduced in the BULLETIN by special permission of John Siddall, Editor of that Publication.]

This is a story of failures who have made themselves successes. There was Lansing, for instance. Lansing spent two weeks of every month in college, and the other two weeks in paid engineering work for his employer on the outside. His shop work was only fair; but we knew he was trying hard. His school work was very poor. His teachers agreed that he had ability, his outside employer concurred in this; but it was evident his talents could not express themselves in any of the work which he was doing.

One day the professor who was his adviser called him into his office. "Lansing," he said, "I am going to put you on a light schedule of studies, and I want you to spend every afternoon going to the different laboratories where experiments are under way. Report to me from time to time upon what you find.

He obeyed instructions faithfully, as usual. He joined the students in their experiments in one laboratory after another until he came to a room where experiments were being conducted in the chemistry of explosives. He refused to journey farther. He knew that he had found a channel for the outflow of his talents.

He joined the experimenters and soon found that he must know chemistry to get on. So he went back to freshman chemistry, his worst failure, and in a short time was one of the leaders of his class.

The amazing reversal meant this: Lansing could not comprehend chemical theory except through its application to explosives.

One day he went to Pittsburgh, where a United States laboratory is located. We did not see him again for six months, when he returned to tell us that he had won a job in the laboratory by working without pay until he had proved himself.

A year later he called again. This time he came from Washington, where he had been taken by a Government expert who

had discovered him at Pittsburgh. Here he was working days and attending university night classes. Within another year Lansing had been drafted by the research department of a great powder company. A few months later a newly organized explosives corporation took him as one of their research men.

Not long ago Lansing stood in the shadow of defeat; some day you will read of him as an expert in his line.

Are You Sure You Have the Right Kind of a Job?

There is a new psychology of work. One of its most inspiring principles is that the man who makes a failure on one job is likely to make a success of the job of an opposite type, assuming, of course, that he fails in the face of real effort. This is the significance of failure: it points the way to an occupation which means success. Failure to a willing man is merely misplacement on his job. Failure at one job is not a calamity; it is an indication. Every failure is a guide-post to success.

Take the case of a boy starting at a machine at which he repeats the same operation over and over. He bungles his job, becomes fatigued easily, and begins to lose the sparkle that ought to be in every youth's eyes. Shortly he is discharged. The chances are that he tries for the same kind of a job in another shop, with the same results. Hopeless? Not in the least! It is probable that the boy is of an outdoor, roving, original and dynamic type. Put him in railroad work or contracting work, where his job and his scenery are forever shifting; and he is likely to be a success. Fortunately some employers are beginning to understand this. When a man fails in one job, they shift him to another of an opposite type. And if the worker is not lazy or dishonest, he usually succeeds. No foreman should be allowed to discharge a man. He should merely report to a central office that the man is not successful on his particular kind of work. In another department he may break records. To fire a man who has failed at one job is poor business. The shifting of failures means the making of successes.

Two boys came into our co-operative course together. They were of the same age, both unusually bright, both decidedly of a mechanical bent. One of them was put to work in a railroad shop, the other at a lathe in a manufacturing shop.

The duties of the first boy were ever varying; he had to keep mind and body on the jump. The duties of the other boy were uniform and repetitive. Both of them were dissatisfied and began to slump in their work.

The student in the railroad shop was slow in getting his mind adapted to new circumstances. The one at the lathe, on the contrary, had the type of mind that grasps things quickly, that revels in kaleidoscopic variation. So we had them exchange jobs. Both then did excellent work for the rest of the course.

Fatigue is likely to be as often a question of the *kind* of activity a man is engaged in as the *extent* of it. If a man in good health gets fatigued at a normal day's work easily, it is usually because he is doing something for which he is not fitted.

A man may be working on building construction, shifting from one job to another, and be completely tired out at the day's end. Put him at an indoor machine which swings in the same general round, and his weariness may take flight.

On the other hand, a man who becomes fatigued easily at the indoor machine may revel in outdoor work. Force a man of roving, dynamic characteristics to sit perfectly still for two hours, and he will be more fagged out than if he had been working at a congenial job.

Why Some Men Get Bored With Their Work

Every individual has certain general traits; every kind of work has certain general characteristics. The problem is to interpret the traits of the individual, classify the characteristics of the job, and then guide the individual into the job for which he is supremely fitted. This is the one real employment problem.

There are very many human characteristics, but there are a few broad and general ones which frequently make for success or failure.

There is a type of man who wants to get on the same car every morning, get off at the same corner, go to the same shop, ring up at the same clock, stow his lunch in the same locker, go to the same machine and do the same class of work day after day. Another type of man would go crazy under this routine: he wants to move about, meet new people, see and do things. The first is settled; the second is roving. The first might make a good man for a shop manufacturing a standard product; the second might make a good railroad man or a good outdoor carpenter.

Some men are naturally original, others naturally imitative. As a driver of a milk route, with a bottle of uniform size to deliver to regular costumers, the imitative man might be at his best. But suppose he becomes a drayman. His route is not fixed, he needs ingenuity to load and unload boxes under perplexing conditions. On this job he might be a failure.

Our original man may be unable to put into effect his own suggestions, because he lacks the directive type of mind. He may make a good designer, but a poor superintendent; a good window dresser, but a poor manager of the store. A partnership made up of one original man and one directive man is usually highly successful. One man, of course, may have both characteristics.

How Do Your Characteristics Compare With These?

Certain men blend into any environment, adapt themselves to any emergency. Set off against them is the man who never "gives" to environment or emergency, who is bound up in his own inflexible ways. The first type produces excellent salesmen; the second, splendid statisticians.

Some men think first, and then act; others act, and think afterward, if at all. One type is deliberative, the other impulsive. An army of cool-headed officers and hot-headed soldiers makes a magnificent military machine. In civilian life, however, impulsiveness is seldom essential to success, while many occupations demand deliberation.

One type of man is happy only when he is handling a task of big dimensions; he may be a bridge builder, a circus manager, a worker in a steel mill. Another is never so happy as when he is fussing over some intricate bit of mechanism or handling some other delicate task. Nature may intend him for a watchmaker, an engraver, a painter of miniatures.

Some men go to pieces in an emergency. Give them plenty of time to think the situation over, and they will act wisely and well. They have slow mental co-ordination. Such men may make excellent jurists, philosophers or research scientists. Other men have rapid mental co-ordination and know just what to do in a crisis. They make up our best surgeons, locomotive engineers, baseball players.

The characteristics of men are so much on the surface that a keen analyst usually will uncover the correct one in the first interview. They signal the indoor and outdoor type of man. When a blizzard is beating against the house, an "indoor" man likes to hear the roar of the wind, because it emphasizes the coziness of the ingle nook and heightens his sense of protection. The "outdoor" man is straightway seized by a desire to get out and fight the storm. Draw a picture of prospecting or construction work, and the second man will lean forward with tense muscles and radiant eyes. The other will draw more and more into himself, as if for shelter.

The efficiency of some men lies largely in their heads, in other men both in their heads and their hands.

There is nothing highly scientific or in any way mysterious about this system. It is merely careful observation and ordinary common sense. But it works. If there is any better method than the test on the actual job, we have never been able to discover it.

Thus we are able, eventually, to guarantee upper classmen for certain jobs. The method is crude, frequently tedious, but it is safe and sure.

Under the prevailing educational system, too many youths not only do not succeed but take an inordinately long time in failing. The average university receives a young man who brings the required credits from a high school, and then gives him further academic training. When he is made to the mold, he is sent out into the world of industry to compete with those who have been fighting their way from the bottom up.

Our colleges might well take to their classrooms a lesson from their athletic fields. No athletic trainer would think of putting track candidates into the grandstand and giving them a lecture on the theory of jumping hurdles, followed by a demonstration of his own. A team trained in this wise, presented with diplomas, and sent to compete with youths who had learned to race and hurdle in the hurly-burly competition of the corner lot, would make a pitiful impression.

Another point frequently overlooked in selecting business paths is the fact that the hands of many persons do not co-ordinate with their brains. I mean by this that one may appear to have the mental "knack" for a line of work requiring a certain dexterity of the hands, and fail because the hands cannot keep pace with the brain. These people have mental accuracy and manual inaccuracy.

One further phase of these problems calls for consideration. Most young men must struggle along without the benefit of sympathetic analyses from older heads. To them is put up squarely the problem of analyzing themselves.

What to Do if Your Job Doesn't Suit You

If your work is not suiting you, or you are not suiting your work, seek out the reasons. If your job is "all wrong," consider going into one of a directly opposite type.

But there must be added one warning. Any job has unpleasant incidentals. These are needed to try the temper of the

soul—to keep alive the Spartan in a man. If your goal is definite and your ambition sure, if the obstacles are obstacles you *want* to overcome, you are safe in going ahead.

A man is most efficient when he is doing the work that gives him the greatest satisfaction. From the laborer to the business executive, every man should get three things out of work: a decent living; development and discipline; and satisfaction in the doing.

If your job gives these to you, give back to it the best work of your hand and brain. If it fails to give you these, face the fact that you are a misfit, and seek your appointed place. You have no right to let life remain separated from its two handmaids—liberty and the pursuit of happiness.

MINNEAPOLIS TRIES AN INTERESTING EXPERIMENT

Charles A. Prosser, formerly Secretary of the National Association for the promotion of Industrial Education and now Director of the Dunwoody Institute of Minneapolis, recently described the trade agreements which the institution has with eighteen trades in Minneapolis.

Through the agreements the unions have promised to take as apprentices all graduates of the two-year course for boys over 16 years of age. For that reason the boy taking a vocational training course is assured of a chance to get into the trade which he has adopted. That is not true in Chicago, and the matter has come before the board of education for discussion a number of times.

Among the features of trade agreements recommended by Mr. Prosser are a three months' trial period for the pupil before adopting his trade; two years in practical, technical, and academic subjects; agreement of the employer to use the school as the first source of supply in engaging new workers; approval by the union; a beginning wage equal to that of a third-year apprentice; diploma granted after a year of satisfactory service as a wage earner, and advisory committees of employers and employees.

A wise mother and good books enabled me to succeed in life.—HENRY CLAY.

I count that man idle who might be better employed.—SOCRATES.

LET'S BE FRANK

Is it fair that you as an employer "pass the buck" to the public school?

Are you doing your share in training employees in your own business?

EXECUTIVE SECRETARY'S OFFICE,
Irving Place and 15th Street,
New York City:

Please tell me how to find out what other employers are doing to train their employees.

Name

Company

Address

"We talk about stopping the leaks and waste of materials, but the first things I studied in building the Panama Canal were the time books.

"I have observed that many men of mediocre attainments, using their time profitably, are able to accomplish more, much more, than those of naturally brilliant ability.

"How many business men do you think ever made an inventory of their employees? Do they give as much attention to values of the human equation as they do to machinery?"

—General George W. Goethals.

THE EDUCATIONAL PROBLEMS OF GREAT BRITAIN

Dr. Herbert B. Gray, One of the Leading Educators of England, is now in this Country as an Unofficial Representative of that Government, Collecting Data to be Used in Finding a Solution for the Educational Problems of Great Britain.

What is being done in England along the lines of the training of workers is of almost as much importance to the industries of the United States as what is being done along these lines in this country.

Recently there was published in London a book entitled "Eclipse or Empire?" This book was written by Dr. Herbert B. Gray, Master of Arts in the University of Oxford. Dr. Gray is one of the leading educators of Great Britain. At one time he was President of Bradfield College and he has also served as a member of the Mosely Educational Commission which was appointed in 1903 and which visited the United States and made reports to the British government. Dr. Gray has also visited Australia and New Zealand in connection with the English educational development, and has now come to the United States as an unofficial representative of the British government studying educational conditions in this country with special reference to industrial training.

Dr. Gray's book "Eclipse or Empire?" has enjoyed a sale during the first five weeks of publication of over eighty thousand copies which strikingly indicates the intense interest at the moment in industrial training in England.

The Effect of the War on English Educational System

The opening sentence of the book reads as follows: "Forty years ago Great Britain was still the workshop of the world. Today she is not." And the author proceeds to tell why Great Britain has lost her supremacy in industry and to point out what must be done along educational lines if she is to regain this supremacy or even to be included among the leading industrial nations.

The author states in the introduction to the book, "it will be shown in the course of these pages that in the field of industry we have for many years been expecting and expected to make bricks without straw, and that the Pharaoh against whom we have been struggling is to be found enthroned in the hardness of

our own hearts, in our reluctance to change and our prejudice in favor of the old.

"This is no vague generality. Facts and figures are arrayed in these pages to prove that a large percentage of the new ideas and inventions which have been given to the world during the last forty years have issued from nations other than our own."

The author proceeds to develop his work along the lines indicated by the quotation given above and concludes: "We have been stirred to our tasks by the strength of our conviction that their combined testimony is fraught with the gravest consequence to nation and empire."

One of the conclusions reached is, "In as much as the child is the father of the man, from educational efficiency or inefficiency must spring the moral and intellectual health or maladies of the community which grows up under its shadow."

The book is addressed to the man in the street. The facts and figures set forth, the writers believe, may possibly command the attention of some in authority, but they have not been compiled with that end in view; primarily and chiefly they utter a voice to the people.

"Proof has not been wanting lately that public opinion in Great Britain, usually so slow to assert itself, has under pressure of these fateful days forged ahead of the men in office. It shows a tendency to lead its leaders, to take the law into its own hands, to force measures, to instigate movements, to become increasingly impatient of compromise. The fact is—John Bull has been hit hard on the head and the blow has at last roused him from his somewhat stertorous slumber of half a century.

"But more than that the man in the street has learned with a shock of sharp surprise that her industrial supremacy during the last forty years has been threatened, and in part usurped by alien powers.

"Bitter experience has taught the people of Great Britain to realize that the nation has become dangerously dependent upon its enemies in many key industries, while by state subsidies and other means those enemies had, in many cases, practically wiped out British industries altogether. All this through the inertia of British people and their rulers.

"Newspapers and magazines have laid their fingers on some of the worst blots, and have been persistent in urging the need of organic change. And they have carried with them a great weight of public opinion. Abundant evidence of this fact may be found in the enormous number of letters contributed to the press

by all sorts and conditions of men, calling for a complete overhauling of our educational system."

And again the author says in the introduction: "For it is abundantly certain that, unless the man in the street insists on a solution of their problems as a matter of immediate urgency and if the nation relapses again into its wonted apathy, Great Britain, however victorious in arms, is doomed by the laws of progress to sink gradually into the position of a second-class power.

"War after war—not so much upon our enemies or our rivals as upon ourselves—our own old ways, our own old prejudices, social, industrial and educational, but above all educational—is the only road to future peace, future prosperity and future power."

The book is of such unusual interest that the editor of the BULLETIN regrets that its many chapters cannot be reproduced in full because the educational problems of Great Britain are essentially the educational problems of the United States.

To again quote the author: "Everywhere men (and women, too) are beginning to walk together as if they were agreed, and, what is more, they are being taught by the most pressing of all necessities to frame their lives less on precedent and to strike out on new lines.

"The trade unions drove a wedge between the individual and the state, and became the fount of authority and the unit of industrial control. In arising to correct the original culprits, they gradually usurped the power which the rulers of the state were too supine or too one-sided to exercise.

"Meanwhile the policy of restricting output has contributed to an immense loss of wealth to the nation, and to a gradual transference of trade and industry to other countries. No nation that puts a minimum of its strength into labor can hope to compete with another which works at full blast.

"The war has already given us an object lesson in this obvious truth. In spite of the fact that some millions of men are on active service in the field, the startling fact has been made plain that the country as a whole has a bigger aggregate output than ever. America and Germany have during the last quarter of a century been working at the very end of their tether. Great Britain has put forth only a tithe of her strength.

"Happily of late, and forced by events, the eyes of the people are being opened to the perilous predicament in which our national industries stand. The discovery has suddenly been brought home that the organization of the country must be under-

taken by the government, and that those industries in particular which are the life-blood of her power must be safeguarded in the interest of the state. This seems to be the meaning of Mr. Runciman's speech on January 3, 1916. It will, in fact, be apparent to all observers, that a country which fails to regulate and foster its industries in the national interest cannot in the nature of things long survive the rivalry of another country where the industries are so regulated and fostered.

"Whence comes this organization which has done so much for our enemies and rivals and so little for ourselves in the field of industry? It seems to spring from two main causes—education and temperament."

The author quotes Germany and the United States as the great example of industrial efficiency. Germany largely because of her educational system and the United States because of her equipment and methods.

And quoting the Honorable A. J. Balfour who has recently expressed the unorganized condition of English education as follows: "The existing educational system of this country is chaotic, is ineffectual, is utterly behind the age, makes us the laughing stock of every advanced nation in Europe and America, puts us behind not only our American cousins, but the German, the Frenchman and the Italian."

Outline of Dr. Gray's Mission to the United States

On reaching the United States Dr. Gray came to the office of the Executive Secretary of our Association and placed his mission in this country before the writer. He will remain in the United States about six months and will visit our larger cities.

The following sub-divisions of the problem will be studied:

The number of boys and girls of "school age" (*i. e.*, from 5 to 18 and onwards) who are actually undergoing instruction considered in proportion to respective populations.

The Fitchburg and Cincinnati systems will be studied specially.

High wages in the United States as encouraging boys and girls (and their parents) to continue or leave off their education.

Technical and Trade Schools, Elementary Schools, High Schools, Colleges, Universities in eastern, middle and western states, etc., will be visited.

Manual training in schools as fitting pupils for shop or factory will be studied.

Education, how far provided by the largest firms themselves.

The educational importance of Correspondence Schools.

Efficiency and staff training as carried on

- (a) by the larger firms,
- (b) by the smaller.

The number of patents taken out per annum

- (a) in each state,
- (b) in the whole of the United States.

What facilities are there and what barriers, if any?

In what states, if any, do low wages prevail, and what is the effect on industry and inventions?

How do the various states in the United States undertake to answer the complaint "made in England" that the extension of machinery reduces the demand for labor, etc.?

How do they meet the demand that workers should have an equal share with employers in the control of their industries?

Is there in any state a standard minimum wage for all workers? If so, what is the legal machinery enforcing it?

Is there in any state a prohibition against long hours of work?

How do the various states regulate "strikes," and what is the influence of trade unions generally?

Is there in any state or states "an unemployment problem"? If so, what causes lead to it, and how is it dealt with?

Study attitude of employers towards technically trained students.

The connection between:

- (a) Scientists;
- (b) Manufacturers and industrial firms generally;
- (c) Schools and colleges;

will be studied.

Welfare work in the different states.

The system of National Research and its connection with industry will be studied, also statistics of state and private benefactions by rich men (*e. g.*, Russell Sage, Rockefeller, Carnegie, etc.), with this end in view, as compared with those issuing from

- (a) Rich men in England.
- (b) The state in England.

The statistics available in central bureaus in the United States as to consumption of goods per capita will be studied.

Vocational guidance and placement work in the different states.

The pay of teachers in all grades, and the problem of male and female teachers with their effect on education will be studied.

Generally

Estimate how far education is regarded as a national asset in the United States. How far is environment a factor? How far is the "eager need" universal as the gateway of opportunity? Are there any bars to advancement?

Whence comes the propelling force in educational matters:

- (1) From the educational authorities in each state or city or
- (2) From the people themselves?

A New Educational Bill in France

In connection with the above information regarding the educational movement in Great Britain and Dr. Gray's mission in the United States for the purpose of investigating our educational systems, it must be kept in mind that, based upon the work of our Association, the Department of Commerce, Industry, Post and Telegraph of France under the direction of M. Callède, Chief of the Bureau of Personnel, has prepared an educational bill which will make industrial education compulsory for all of the youths of France up to the age of eighteen years who are not to enter the arts, sciences or professions, but who will probably enter the industries.

Nor can the progress which is being made in Russia, Japan and other European and eastern nations safely be ignored.

The United States has exactly the same problems, educationally, as Dr. Gray has so graphically described and which he has understood, as the problems of Great Britain and which have been more nearly solved by Germany than by any other country.

DEVELOPING AN EDUCATIONAL SYSTEM IN RUSSIA

The Russian representative of the National City Bank of New York, in an article contributed to *The Americas*, a publication issued by the bank, gives the following information regarding the changing educational conditions in Russia:

"In spite of the high percentage of illiteracy in Russia, the Russian people, and especially the Russian peasants, have recently taken a new interest in educating themselves, and are demanding greatly increased opportunities for the new generation. In accordance with the demand, the Czar has authorized the formation of a modern free public school at Czarskoe Celo, where his summer palace is located, and in this, Russia's first free public school, the American public school system has been installed and many of the text-books are translations from Amer-

ican school books. If the plan is successful at Czarskoe Celo the Czar has directed that it be extended to every part of the Empire. This experiment has been started since the war, and new printing plants have been established for the sole purpose of publishing the better works of Russian authors and translations of the best foreign authors in pamphlet form at prices within reach even of the peasant. For those whose education is already on a high plane, there are frequent lectures in the universities and libraries. The public library in Petrograd is the fourth largest library in the world—even larger in number of volumes and in size of building than our own Congressional Library at Washington."

JUDGE GARY'S RECIPE FOR SUCCESS

Judge Elbert H. Gary, Chairman of the Executive Committee of the United States Steel Corporation, gives the following eight planks in the platform for success:

1. A young man should be honest, truthful, sincere and serious.
2. He should believe in and preach and practice the Golden Rule.
3. He should be strong and healthy, physically and morally.
4. His habits and mode of living should be temperate and clean and his companions selected with regard to their character and reputation.
5. He should possess good natural ability and a determination constantly to improve his mind and memory.
6. He should possess a good education, including particularly the fundamentals, such as mathematics, grammar, spelling, writing, geography and history, and also a technical education concerning the lines he proposes to follow.
7. He should be studious and thoughtful, keeping his mind upon a subject until it is mastered.
8. He should be conscientious, modest but courageous, energetic, persistent, even-tempered, economical, faithful and loyal to his friends and the interests he represents.—*American Magazine*.

"The education we *receive from others* is less important than that which we *give ourselves*."—Frank A. Seiberling, President of the Goodyear Tire & Rubber Company.

Suppose the Employees of an Industrial Corporation have been carefully engaged for their particular tasks and trained to a high state of efficiency, what does it profit the Corporation unless the workers believe in the Corporation and feel their interests are mutual?

Right methods and a proper educational system can be made to produce results to mutual advantage.

"Agricultural and labor co-operation have been formally sanctioned by Congress. The Government has long informally sanctioned joint rate making by railroads. The new Shipping Act provides that certain agreements among water carriers to restrict competition shall be valid when approved by the board. The act to permit co-operation by manufacturers for export trade will doubtless pass.

"We are steadily giving statutory acknowledgment to the plain fact that in various cases unrestricted competition is harmful.

"Now the Chamber of Commerce of the United States is urging co-operation that would restrain competition in certain industries based directly on natural resources the known supply of which is strictly limited."—*Saturday Evening Post*.

THE EDUCATIONAL REQUIREMENTS OF THE DOMINION OF CANADA

**Dr. Paul Kreuzpointner, Chairman of Our Association's Sub-
committee on Corporation Continuation Schools,
Writes on the Report of the Royal Com-
mission on Industrial and Tech-
nical Education**

Dr. Paul Kreuzpointner, of the Pennsylvania Railroad System, and chairman of our Association's Sub-committee on Corporation Continuation Schools, has consented to furnish the BULLETIN a series of articles covering, in tabloid form, the principal features of the educational systems of countries other than the United States. The first article of this series appears in this issue. It deals with the report of the Royal Canadian Commission as to the educational requirements of our neighbors on the north.

Dr. Kreuzpointner will include in the series reports on most of the leading nations and a comparison of their educational systems with that of our own country.

The existence of The National Association of Corporation Schools testifies to the realization by those who control our industries and commerce that education has become a vital agency in the competitive strife between individuals and nations upon the one hand and man's ingenuity and nature's laws upon the other hand. Looking at it from this standpoint it may be interesting to take a bird's-eye view, as it were, of the educational activities of other nations. Our friends to the north, the Canadians, are a very intelligent and progressive people and earnestly engaged in adjusting their educational system to new industrial and agricultural conditions.

In so doing the people of Canada have the advantage of a centralized educational authority at Ottawa which, while leaving considerable liberty to school superintendents and boards of education for local action, secures a certain amount of uniformity in organization for the whole Dominion of Canada and prevents uncalled for interference by laymen in purely technical pedagogic matters as is often the case with lay boards in the United States. The basis of the reorganization of the Canadian educational system is the "Report of the Royal Commission on Industrial Training and Technical Education." The Dominion Parliament financed a commission for the purpose of surveying

the educational systems of England, several European countries, of the United States and of Canada.

The report is a most thorough and painstaking document of 2,500 pages. Concerning the relation of elementary education to industrial training and technical education the Royal Commission offers the following conclusions:

(1) That all children to the age of 14 years should receive the benefits of elementary general education up to at least the standards provided by the school system of the place or province where they live.

(2) That the experiences of the school should tend more directly towards the inculcation and conservation of a love of producing, constructing and conserving labor.

(3) That, after 12 years of age, for the children whose parents desire them to follow a manual occupation, the content of the course, the methods of instruction and the experience from work undertaken at school should have as close relation as practicable to the producing, constructing and conserving occupations to be followed after children leave school.

(4) That benefits from such pre-vocational education would accrue (a) from the interest awakened in manual occupations; (b) from the discovery through their experiences at school of the bent of their abilities and aptitudes; and (c) from the taste and preferences thus developed leading the children to follow skilled occupations for which they are suited.

(5) That further advantage would result because the interest which this form of education would arouse in the children would dispose them to desire further education after they had begun to work and cause them to keep in touch with educational effort in some form.

(6) That the time and attention devoted to pre-vocational or trade-preparatory work in no way detracts from or hinders progress in general education of a cultural sort.

The report further offers the following "Important Considerations:"

1. It is important that health should be protected and preserved.

2. It is important that the harmonious growth of the powers of body, mind and spirit should be fostered.

3. It is important that the senses, the avenues of impressions whereby knowledge is acquired in the first instance, should be trained.

4. It is important that ability and desire to work and play,

with enjoyment, intelligence, skill and energy, should be developed.

5. It is important that good habits should be formed, particularly habits of obedience, courtesy, diligence and thoroughness.

6. It is important that proper standards of conduct and character should be maintained and that high ideals should be followed.

"The Commission is of the opinion:"

(1) That education should have regard to the growth of the powers of the body, mind and spirit and that it should have regard to the preparation for later life as an individual, as a working earner, as a citizen and as a member of the race.

(2) That education should be provided of a kind suitable to meet the needs arising from the changes in the nature and methods of occupations, the manner of living and the organization of society.

(3) That existing institutions, in so far as necessary, should be modified or altered and have additions made to the courses of study.

(4) That the preparation of teachers for the new or different kind or kinds of education is a first necessity and duty in order that they may be qualified to do the new work successfully.

(5) That such improvement, extension, enlargement and enrichment as have been indicated would let the school experiences become a reasonable preparation for beginning working life and entering upon industrial training and technical education, and that without such preparation no system of industrial training and technical education can, to any considerable extent, be permanently successful.

Both the Senate and the House have passed the Smith-Hughes Federal Educational Bill, which is also known as the Smith-Page Bill and carries some other titles, but which is the bill providing the law by which the federal government may aid in the development of education along agricultural, home economics and industrial lines. Congressional leaders believe that the first appropriations will be available July next. The amount appropriated for the first year is one million seven hundred thousand dollars and the amount gradually increases each succeeding year until at the end of nine years seven million two hundred thousand dollars is appropriated annually.

FIGHTING ILLITERACY IN ALABAMA

Mrs. Robert Faucette, President of Alabama School Improvement Association, Speaks Before Southern Conference for Education

How Alabama is striving to remove the stigma of illiteracy by school improvement campaigns, schools for adults, and enlisting parents in clubs, was told by Mrs. Robert Faucette, president of the Alabama School Improvement Association, at the general session of the Southern Conference for education.

"To hear men over fifty, with children in the fifth grade, tell of their experiences in going to school with primer and tables, and learning to read and write, was at once pathetic and amusing," said she. "One old gentleman told at Birmingham how he had learned to write a letter all by himself—he had been Sunday school superintendent for 30 years, but his wife had had to read the lesson to him every Saturday night."

How 40 North Carolina club women organized to help the country schools had started a movement that led each country community to help itself, by voting school taxes and building new schools, demanding better teachers and then finding the funds with which to pay them, was told by Mrs. Zebulon Judd, of North Carolina.

Before the general session, the Southern Educational Council held a discussion on "Vocational and Educational Adapted to Southern Needs," Dr. J. M. Phillips presiding. He introduced the subject with a plea for more imaginative and cultural training in the agricultural high schools, and other speakers upheld his views, urging that the languages and literature, even the Greek and Latin classics, should not be neglected in country schools.

Dr. George M. Brown, of Georgia, declared there was no danger at present of the schools being "materialized" by domestic science and manual training as now taught—that it was not practical enough. These subjects, he complained, are taught in a standardized way, just as arithmetic and grammar are, and would have more cultural value if they were based on real studies of home conditions in the pantry and smokehouse of the country home.

"We are merely scratching the surface of country life in our attempts at education," said he, "and we can never do more until we have more permanent teachers, who are better fitted for their work—for 50 per cent. have not even a normal school training—

and more permanent school populations. This is just as important. With 75 per cent. of the rural population tenants getting as much out of the soil as they can each year, and next year moving on to another community, having put back as little as they could, we cannot hope for good schools nor really effective education. So your rural problem goes back to the towns—where the absentee landlords live.”

“Schools can be overcropped just as farms can,” said Dr. W. S. Sutton of the University of Texas. “When the professional uplifter gets hold of me, I buck—and so does every other hard-headed country man. Until you have a sane, level-headed man at the head of each local movement for school and community improvement, all your state and national effort is wasted.”

What is the Annual Cost of your “Labor Turnover?”

It is Expensive to Hire and “break in” New Employees.

Do you get the best efforts of your Employees after they are Trained?

“A Big Problem,” you say. Yes, and an Expensive one, too!

The National Association of Corporation Schools is directing its Efforts to a Solution of this Problem. Class “A” Membership costs \$100 yearly. Four years of Accomplishments are available to new members.

GROWTH OF AGRICULTURAL HIGH SCHOOLS IN MISSISSIPPI

“A development in rural education that is of interest not only to southern states, but to the whole country,” says the Mobile, Alabama, *Item*, “is the growth of the agricultural high school system in Mississippi. The idea of placing a high school in the country, where it might serve the children of farmers, and where they might not only receive training for entering the

Mississippi A. and M., or some other good agricultural college, but where they might be prepared at a small cost for their life work, has spread in an amazing fashion.

"Today there are forty-four such high schools in the state. Three more will be ready next year, and other counties have them under consideration. At the present rate, five years more will see every county in the state with an agricultural high school.

"The schools represent an investment of more than one million dollars. On an average, there are 72.5 acres of land to the school. The agriculture that is taught is not simply an agriculture of books and laboratories, for the boys work in the fields. The domestic science courses, for the schools are designed to train the girls as well as the boys, are eminently practical.

"There are this year 5,346 students in the forty-four schools. Of this number 166 are paying their way through school by work, while 1,176 are helping to pay their way.

"Already, there are 328 graduates of the county high schools teaching in rural schools. While the agricultural high school has as its primary function the fitting of young men and young women for life in the country, the turning out of good teachers for other rural schools is an important part of the work.

"Educational experts say that no state in the Union can boast of such a record in progress along the lines of rural vocational education as Mississippi. The fine example will influence other states in the South. Our neighboring county of Escambia, in Florida, has a county high school patterned after those of Mississippi. Mobile county needs one of the same kind."

GENERAL EDUCATIONAL NOTES

A movement which has been going on for some time is now receiving publicity. The movement embraces co-operation on the part of school children throughout the country and serves to bring the academic schools in closer touch by establishing a correspondence chain between children of various grades. The letters exchanged are usually descriptions of that part of the country in which the sender lives. Children of the departmental grades choose for their correspondents pupils in the same grades in other parts of the country. The geography of the country, the advantages of living in the East, West, North or South, as the case may be, and items of special interest detailing school work, are included in the letters. For example, a scholar in Tacoma, Washington, in the fourth grade, sent a letter to a Louisiana pupil inviting her to come to the glorious Western country for her vacation and view the city of Tacoma with Mount Tacoma in its backyard. The idea promises to spread

and to be very helpful in giving to students in the elementary courses a more definite knowledge of their country.

Dr. Charles Lose, principal of the State Normal School at Lock Haven, Pennsylvania, in a recent address before the school directors of Lackawanna County, made a strong plea for the launching of manual training departments in every school district of the state. The text of his plea was to "Give boys who like to work with their hands a chance to get a training that will insure them a successful career."

The Agricultural Extension Department of Purdue University recently gave a course of instruction to the farmers of Harrison, Floyd and Crawford and other adjoining counties of the state of Indiana. The course includes instruction in the most approved methods of increasing the output of grain, fruit and vegetables as well as the care of live stock. A woman's department advised the farmers' wives and daughters in cooking and fancy work as well as dairying. A carload of charts and other equipment was used by the instructors. Taking the university to the farm is a very interesting experiment and if the movement develops and spreads will have a marked effect upon agriculture in the United States.

At a recent meeting of the Ohio Retail Merchants' Association the need of a national training school for employes was emphasized.

Elizabeth Fish, principal of the Girls' Vocational High School of Minneapolis, has requested the Minneapolis Retail Association not to employ girls without recommendations from the high school: "Girls employed without recommendations are those usually without adequate training in the fundamentals needed if they are ever to advance," she said. "The result is they stay in one place a few months and then, realizing the hopelessness of getting ahead, try another. They soon become drifters, and after a few years drop out of sight."

At a conference of the Vocational Committee of the Industrial Welfare Commission of the state of Washington a resolution fixing the compulsory school age of children at sixteen instead of fifteen, as is now the custom, was unanimously adopted. It was also decided that the schools should have continued supervision over the children until their eighteenth year. A bill to this effect will be introduced at the coming session of the legislature of that state.

Physical training of children should begin in the grade schools, and communities should make every effort to provide ample and modern school plants, in the opinion of Nathan Eckstein, president of the Seattle school board, who has just been

re-elected to the board by the biggest vote ever polled at a school election in the Coast city.

Mr. J. L. Tidsley, formerly principal of the High School of Commerce of New York City but recently elected an assistant city superintendent in charge of high schools, has attempted to harmonize two recent reports, one made by the Teachers' Council of New York City, which found that more than twenty per cent of the pupils entering high schools were unfit to take up the studies there. The other, from the City Superintendent of Schools, was that less than one per cent of the teachers in the city's schools might be classified as inefficient. If the elementary school teachers are so highly efficient, it is asked, why are so many pupils entering the high schools found unfit? Mr. Tidsley, in attempting to harmonize the second report, reached the following conclusion: That the root of the evil lies in forced promotions in elementary schools. Too many schools, he thinks, are trying to make records of promotions and push from one grade to another pupils not fully qualified for promotion. This goes on from grade to grade until the pupil is given his diploma and comes to the high school.

The Western Union Telegraph Company's office at Omaha, Nebraska, will hereafter employ all of its boys through the Vocational Bureau of the public schools of that city.

In his annual report of the public schools of Houston, Texas, Superintendent Horn says that one of the most interesting pieces of work has been that done with the newly arrived immigrant. The benefit to the city consists in the fact that these people come to night school for the primary purpose of learning how to read, write and speak the English language, and thence become good American citizens as soon as possible.

The congress of Peru, South America, has passed a law providing for an industrial school in the city of Iquitos. The work of the school will be in two distinct sections, arts and sciences and agriculture. The instruction in both sections will be practical as well as theoretical.

Governor-elect Sydney J. Katts, of Florida, in an article contributed to the Tampa, Fla., *Tribune*, says that one of the questions which he will present to the legislature for immediate consideration is the matter of industrial schools and training for the boys and girls of Florida: "As Senator Williams says, the time is past when boys and girls know all about Latin, Greek, French, Hebrew, Sanskrit and all the dead languages, and yet when they go to sell goods know nothing about how to be polite to people, to cut the goods right, or to retain their positions, and when they go to farm it will take two years to make their sugarcane grow big enough to chew. If we desire to retain

the respect of ourselves and the nations of the earth we must educate the hand as well as the brain. This is one of the great schemes which we hope to see instituted in Florida in the next four years."

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EASTMAN KODAK CO., Rochester, N. Y.	MR. P. W. TURNER
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